



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7355 W. Orangewood, Glendale, AZ 85303

Glendale Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Not Evaluated
2002-03 New School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Toni Reynolds
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-7
2004 Enrollment : 749
Web Address : www.gesd.k12.az.us/desertspirit
Phone Number : (623) 842-8216
Fax Number : (623) 847-2980
E-mail : treynolds@gesd40.org

Mission

Achieving Excellence Through Community! A place of: Learning and leadership; Creativity and challenge; Identity and purpose; Security and order; Community and involvement; Joy and celebration; For our children, staff, families and community.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase student achievement in the area of literacy.
- ü Increase student achievement in the area of mathematics.

Enrollment

October 1, 2003 School Year Student Enrollment : 629
Accepting New Students in 2004-05 Under Open Enrollment Law : ² No
Number of Students Attending Under Open Enrollment in 2003-04 : 18

Instructional Programs

- ü Sheltered English Instruction
- ü 4 Blocks Language Arts
- ü Hands-on Problem Based Math and Science
- ü Curriculum Based Technology Instruction
- ü Get Real About Violence
- ü Creative Spirit

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/2/2004
Last Day of School :	6/9/2005

Shared Responsibilities

School

Share leadership roles. Provide a safe environment. Respect diversity. Celebrate people and learning. Involve the families and community in learning. Provide a challenging academic environment. Communicate effectively. Display kindness and respect.

Parents

Read with our children 30 minutes per day. Make sure children are well rested and properly fed. Involve the children in the responsibilities of the home. Provide opportunities for our children to read and write. Use community resources when needed. Network with other parents. Attend school functions. Drop off and pick up students on time. Participate in parent teacher conferences and communicate with the school.

Transportation Policy

We bus students who live east of 67th Avenue and in the southeast corner of the 67th Avenue and Bethany Home. It is the district policy to provide transportation to students who live outside of the square mile bounded by 67th Ave., 75th Ave., Glendale Ave. and Northern, or to students who have to cross a major thoroughfare.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1490	75509	97	100	100	475	491	521	39	27	13	38	33	23	10	24	33	13	16	31
All Students (Prior Year)	15	1442	75372	100	100	100	478	495	523	38	20	9	23	38	25	38	28	36	0	14	30
Female	47	741	37013	98	100	100	461	488	522	50	28	12	38	34	24	9	25	33	3	13	31
Male	50	749	38430	96	100	99	486	494	521	30	26	14	38	32	22	11	24	33	22	18	31
African American	NC	116	3660	NC	98	99	NC	473	496	NC	39	24	NC	31	31	NC	26	28	NC	5	18
Hispanic	50	989	30486	98	100	99	471	486	505	42	29	18	38	36	29	12	20	32	8	15	21
Asian/Pacific Islander	NC	29	1780	NC	94	98	NC	520	549	NC	20	5	NC	27	13	NC	27	33	NC	27	50
American Indian/Alaskan Native	NC	26	4075	NC	100	100	NC	470	486	NC	26	28	NC	48	34	NC	26	26	NC	0	12
White	33	321	35192	97	98	99	484	505	534	33	20	8	36	29	19	9	30	35	21	22	39
Students with Disabilities	11	171	9708	100	100	100	469	467	489	43	42	32	43	38	27	14	14	24	0	6	17
Students without Disabilities	86	1319	65801	96	98	98	475	493	525	39	26	11	37	33	23	10	25	34	15	17	33
Limited English Proficient Students	28	584	16928	85	100	100	NA	518	485	NA	0	29	NA	50	33	NA	25	26	NA	25	12
Migrant Students	--	19	750				--	421	499	--	100	21	--	0	29	--	0	30	--	0	20
Economically Disadvantaged	63	1097	36411				468	482	503	40	31	19	48	36	29	5	23	32	8	10	20
Non-Economically Disadvantaged	34	393	39040				484	506	534	38	20	8	24	28	19	17	27	34	21	24	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	96	1485	75492	96	100	100	495	505	519	35	23	12	23	22	16	35	42	47	8	14	24
All Students (Prior Year)	14	1441	75221	100	100	100	503	505	523	8	19	8	33	24	16	50	48	56	8	8	21
Female	45	738	37014	94	99	100	491	509	523	38	22	10	21	20	15	38	42	48	3	17	27
Male	51	747	38400	98	100	99	498	501	516	32	24	14	24	23	17	32	41	47	11	11	21
African American	NC	116	3665	NC	98	99	NC	495	505	NC	29	20	NC	27	22	NC	38	43	NC	7	14
Hispanic	51	987	30438	100	100	99	488	502	508	44	26	17	24	22	21	28	39	47	4	14	15
Asian/Pacific Islander	NC	29	1773	NC	94	98	NC	522	534	NC	13	4	NC	20	10	NC	53	50	NC	13	36
American Indian/Alaskan Native	NC	26	4081	NC	100	100	NC	489	498	NC	30	25	NC	39	26	NC	22	40	NC	9	8
White	31	318	35177	91	97	99	505	513	528	26	17	8	13	19	13	48	48	49	13	17	31
Students with Disabilities	12	169	9707	100	100	100	469	477	495	57	53	33	29	16	21	14	27	33	0	4	13
Students without Disabilities	84	1316	65785	93	98	98	498	507	522	32	20	10	22	22	16	37	43	49	8	15	26
Limited English Proficient Students	30	583	16905	91	100	100	NA	498	489	NA	25	34	NA	0	28	NA	75	32	NA	0	6
Migrant Students	NC	20	763				NC	445	499	NC	100	21	NC	0	30	NC	0	40	NC	0	8
Economically Disadvantaged	64	1093	36302				487	497	507	36	28	18	33	23	21	28	40	46	3	9	14
Non-Economically Disadvantaged	32	392	39164				506	517	528	33	15	8	7	19	13	44	45	48	15	21	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1476	75053	97	99	99	505	558	597	25	13	7	23	17	12	51	63	72	1	6	9
All Students (Prior Year)	14	1407	73654	100	99	99	526	510	530	17	19	9	25	22	13	42	56	70	17	3	7
Female	47	732	36872	98	99	99	514	578	621	22	11	5	28	15	9	47	65	74	3	9	12
Male	50	744	38109	96	99	99	498	537	573	27	16	10	19	20	14	54	61	69	0	3	6
African American	NC	115	3636	NC	97	99	NC	552	568	NC	15	12	NC	16	16	NC	66	67	NC	4	6
Hispanic	52	981	30235	100	99	98	500	551	575	27	14	9	19	19	14	54	61	70	0	6	6
Asian/Pacific Islander	NC	28	1768	NC	90	98	NC	639	651	NC	0	3	NC	7	5	NC	71	72	NC	21	19
American Indian/Alaskan Native	NC	25	4044	NC	100	99	NC	507	550	NC	23	13	NC	14	17	NC	64	66	NC	0	4
White	33	319	35028	97	98	99	514	571	613	18	11	6	24	17	10	55	65	73	3	7	11
Students with Disabilities	12	170	9625	100	100	100	537	489	530	29	30	21	29	24	21	43	45	55	0	0	4
Students without Disabilities	85	1306	65428	94	97	98	502	565	604	24	12	6	23	17	11	52	65	73	2	7	10
Limited English Proficient Students	28	574	16765	85	99	100	NA	507	525	NA	0	17	NA	25	20	NA	75	60	NA	0	2
Migrant Students	NC	20	752				NC	394	562	NC	100	9	NC	0	18	NC	0	68	NC	0	5
Economically Disadvantaged	65	1086	36077				500	542	566	28	15	10	23	19	16	50	62	69	0	4	5
Non-Economically Disadvantaged	32	390	38950				512	582	618	21	11	5	24	15	9	52	64	73	3	10	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	1431	76019	98	99	100	454	469	499	30	26	14	59	47	39	10	13	14	1	14	33
All Students (Prior Year)	16	1513	76230	100	100	100	454	466	498	42	28	12	42	46	38	8	11	12	8	14	37
Female	51	735	37207	100	99	100	451	472	499	38	25	12	51	47	41	8	13	14	3	16	33
Male	47	695	38677	96	99	100	458	467	498	21	28	15	68	47	38	12	13	13	0	12	34
African American	NC	136	3817	NC	98	100	NC	454	475	NC	36	23	NC	50	47	NC	7	11	NC	7	18
Hispanic	62	902	29458	98	99	100	454	465	480	35	30	20	51	47	48	12	10	12	2	13	20
Asian/Pacific Islander	NC	33	1673	NC	100	99	NC	494	531	NC	4	4	NC	52	29	NC	24	14	NC	20	53
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	469	466	NC	20	28	NC	57	49	NC	17	10	NC	7	13
White	21	313	35880	95	99	100	453	484	515	20	18	7	75	42	32	5	19	16	0	21	45
Students with Disabilities	11	165	9786	100	100	100	455	434	457	0	58	39	100	33	40	0	6	7	0	3	13
Students without Disabilities	87	1266	66233	98	99	99	454	472	503	31	24	11	58	48	39	10	13	14	1	15	35
Limited English Proficient Students	33	476	15206	100	100	100	434	458	459	57	36	31	43	44	53	0	8	7	0	11	9
Migrant Students	--	20	745				--	477	473	--	31	22	--	38	53	--	15	11	--	15	15
Economically Disadvantaged	79	1046	35714				456	464	480	29	31	20	59	45	47	10	12	12	2	12	20
Non-Economically Disadvantaged	19	385	40266				448	480	513	33	17	9	60	50	33	7	15	15	0	18	43

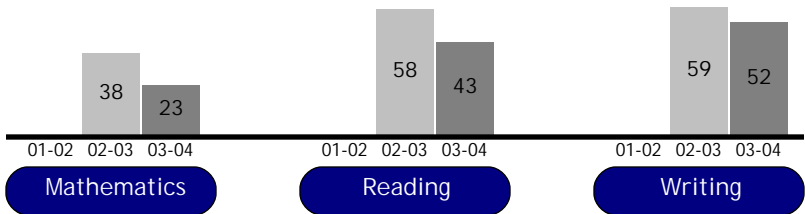
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	1431	76020	99	99	100	487	493	503	52	40	25	23	24	23	21	32	40	4	4	12
All Students (Prior Year)	15	1512	76202	100	100	100	497	494	505	33	33	19	17	28	24	42	36	46	8	4	11
Female	52	736	37213	100	100	100	488	495	504	43	33	22	34	27	23	20	35	42	2	4	13
Male	47	694	38666	96	99	100	485	490	501	62	48	29	11	20	22	22	28	38	5	4	12
African American	NC	138	3819	NC	99	100	NC	487	494	NC	51	37	NC	20	26	NC	26	31	NC	3	6
Hispanic	62	899	29442	98	98	99	485	490	494	59	44	37	20	25	26	20	29	31	2	3	6
Asian/Pacific Islander	NC	33	1672	NC	100	99	NC	500	513	NC	16	12	NC	28	19	NC	48	49	NC	8	20
American Indian/Alaskan Native	NC	36	4735	NC	100	100	NC	491	489	NC	38	48	NC	24	25	NC	38	24	NC	0	3
White	22	314	35890	100	99	100	494	500	511	27	29	15	41	24	20	27	39	48	5	8	18
Students with Disabilities	11	165	9784	100	100	100	466	476	485	78	72	58	11	15	19	11	13	19	0	0	4
Students without Disabilities	88	1266	66236	99	99	99	489	494	504	49	38	23	25	25	23	22	33	42	4	4	13
Limited English Proficient Students	33	474	15198	100	100	100	478	486	483	87	53	59	7	27	25	7	19	14	0	1	1
Migrant Students	--	20	743				--	492	488	--	33	50	--	25	28	--	42	19	--	0	3
Economically Disadvantaged	79	1046	35703				485	490	494	53	45	37	23	25	26	22	27	31	2	3	6
Non-Economically Disadvantaged	20	385	40274				491	499	509	47	29	17	24	22	20	18	42	47	12	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	1409	75673	97	98	100	484	495	530	30	24	12	25	28	25	43	44	58	1	3	4
All Students (Prior Year)	13	1482	74692	100	99	99	470	474	502	40	37	18	20	30	27	40	30	47	0	2	8
Female	51	730	37099	100	99	100	500	514	548	28	18	8	21	29	22	49	49	64	2	5	6
Male	46	678	38441	94	97	99	466	474	513	33	32	16	31	27	29	36	39	52	0	2	3
African American	NC	135	3791	NC	97	99	NC	482	506	NC	25	18	NC	32	29	NC	41	50	NC	2	3
Hispanic	61	886	29305	97	97	99	486	491	507	33	26	16	20	28	31	44	43	51	2	3	2
Asian/Pacific Islander	NC	33	1665	NC	100	99	NC	532	573	NC	28	6	NC	12	16	NC	44	67	NC	16	10
American Indian/Alaskan Native	NC	36	4707	NC	100	100	NC	452	492	NC	38	19	NC	28	33	NC	31	46	NC	3	1
White	21	309	35760	95	97	99	493	511	550	10	18	9	43	30	21	48	49	64	0	3	6
Students with Disabilities	11	161	9706	100	99	100	424	445	462	67	48	36	22	28	32	11	22	31	0	2	1
Students without Disabilities	86	1248	65967	97	98	99	492	499	536	26	22	10	26	28	25	47	46	60	1	3	5
Limited English Proficient Students	33	468	15115	100	100	100	456	470	471	40	34	26	13	30	38	47	34	35	0	2	1
Migrant Students	--	20	738				--	505	488	--	15	23	--	31	33	--	54	43	--	0	1
Economically Disadvantaged	78	1029	35541				482	483	504	35	28	17	21	31	31	43	39	50	2	3	2
Non-Economically Disadvantaged	19	380	40091				491	521	550	13	17	9	44	23	21	44	55	64	0	5	6

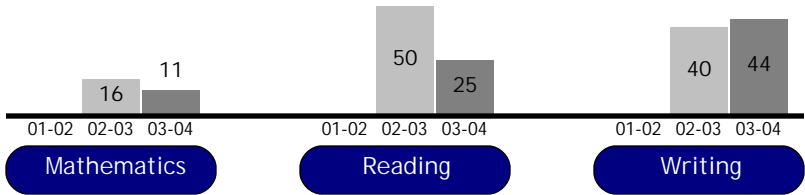
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	24	44	94	46	32	50	93	31	NA	58
	Language	--	--	22	39	94	41	26	43	99	22	34	50
	Mathematics	--	--	32	52	100	38	36	57	100	37	47	64
3	Reading	--	--	27	43	93	21	28	47	98	29	NA	55
	Language	--	--	34	50	87	28	35	54	94	30	42	61
	Mathematics	--	--	31	50	80	24	32	54	93	28	39	61
4	Reading	--	--	26	47	80	37	33	52	85	29	NA	56
	Language	--	--	28	45	100	27	33	48	92	31	32	52
	Mathematics	--	--	29	52	100	40	35	57	91	31	36	61
5	Reading	--	--	28	46	100	47	31	50	100	31	NA	55
	Language	--	--	27	43	100	30	28	46	100	30	31	49
	Mathematics	--	--	34	54	100	35	35	57	100	29	40	63
6	Reading	--	--	33	49	--	--	34	53	96	26	NA	56
	Language	--	--	27	42	--	--	27	45	95	26	28	48
	Mathematics	--	--	40	58	--	--	42	62	95	39	44	66
7	Reading	--	--	28	48	NC	NC	30	51	--	--	NA	54
	Language	--	--	29	51	NC	NC	32	54	--	--	34	58
	Mathematics	--	--	33	54	NC	NC	34	58	--	--	37	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 9 Teacher(s)
 10 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Create a School Improvement Plan
 Ü Address Identified Areas of concerns
 Ü Address Identified Areas of Interest

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	41.00
Other Professional Staff	2.00	Teacher Aide	11.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	4	6	0	0
10 or more years	1	11	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 24
 Core academic classes taught by Highly Qualified (NCLB) teachers. 60
 Teachers with Emergency Certificaton. 0

Resources Available at School Site

Special Facilities

Ü Multimedia Library
 Ü TV Production Studio
 Ü Parent/Training Room
 Ü Extended Day

Extracurricular Activities

Ü Math Homework Club
 Ü Math Counts
 Ü Soar to Success/Early Success
 Ü English as a Second Language

Social Services

Ü Part-Time Social Worker
 Ü Community Parent Liason
 Ü School Nurse
 Ü School Psychologist

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We are the first school to open on time in our district since 1988.
- ü Student received Honorable Mention in the Glendale Public Library Poetry contest.
- ü We increased the number of the students meeting the standard in writing from eight percent to 55 percent in one year.
- ü We increased the number of the students reading at grade level from 31 percent to 52 percent in one year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	93	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	6	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	100	98	98	94
Retention Rate ⁹	0	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	46	46
Grades 3-4	60	62
Grades 4-5	64	63
Grades 5-6	63	81
Grades 6-7	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide tools for our teachers through training in Violence Prevention and in Tools for Teaching and Creative Spirit. We train our students in Violence Prevention, Creative Spirit and Peer Mediation and we structure an orderly environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Martha Olibarria Gomez	(623) 842-8216
Transportation Policy	Eric Kissel	(623) 842-8180
Community Resources	Mary Jeschke	(623) 842-8216
School Nutrition Programs	Barry Leimkuehler	(623) 842-8180
Parent Organization	Theresa Fowler	(623) 842-8216
Student Health/Nurse	Celeste Lee	(623) 842-8216

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. February 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.